



**Federation of  
Westminster  
Special Schools**  
Training & Outreach

# **Special Educational Needs (SEND) Policy**

Policy First adopted by Governors 2014

Updated June 2015

Review by PPP Committee: 16 May 2016

Next Review: Summer 2019

Ratified by the Governing Board: 20 June 2016

The Federation of Westminster Special Schools is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equality of access to a broad and balanced curriculum which:
  - (a) meets statutory requirements and works within the framework of the SEND Code of Practice 2014 and the Local Authority Strategy and policies
  - (b) reflects the cultural diversity of society;
  - (c) meets the needs of all pupils;
  - (d) develops skills for independence and a pathway for an active role in society
  - (e) maintains close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.

Aims of the SEN Policy

- that practice reflects our school mission statement; of our high expectations of all pupils to do the best they can with the best possible support
- that pupils receive the provision set out in their Statement of Educational Need and their Education Health and Care Plan
- to identify the changing needs of pupils
- respond to these changing needs so that pupils can further develop their potential as individuals.

**Objectives:** These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEND Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.
- Including parents as far as possible in supporting their child's education
- Working in partnership with all professionals and community partners to provide an holistic approach to meeting the needs of all pupils

#### Review of the Education Health and Care Plans and/or Statement of Educational Need

A date is set at the beginning of the school year for the pupil's review to be held. The LA is informed of this review schedule with an expectation that the Key Worker will attend all review meetings.

The reviews are held as follows:

#### Informing Parents and other Professionals

At least three weeks before the set date for the review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. The invitations will also include a Parent Preparation booklet to support thinking before the pre meeting and the review itself. The pupil also will be given a booklet to work through with their chosen advocate. This will usually be their teacher or a pastoral worker.

Follow up phone calls are made where appropriate.

## Gathering Information

A pre-review meeting will be arranged by the school in order to update relevant personal information about the pupil. This meeting will cover aspects such as the pupils likes/dislikes independence skills, their behaviour and favoured way of communicating etc

The following information is collated for the review:

the latest end of year school report;

the latest individual educational plan and other documents detailing school based intervention support and pupil progress;

Recent Assessment Summary;

Record of attendance;

Medical reports where relevant

Therapy assessments or reports when relevant

Social Services report if relevant

EP report if needed;

School based intervention reports where relevant;

Any other relevant reports or information.

## Attendance at the Review

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review, including the families Key Worker attached to the relevant local authority. If professionals cannot attend they will be asked to submit the written report in advance of the review.

Local Authority Key Workers from the SEN department will attend all reviews of pupils.

If the parents cannot attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. If parents are unable to attend then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

Pupils will be invited to attend their own review wherever possible and opportunities will be provided to ensure they can communicate effectively wherever possible.

### Co-ordination of the Reviews

The LA Key worker, the pupils teacher or a senior member of staff with direct oversight for the child will chair the meeting and ensure all attendees have opportunities to share their thoughts and opinions. Notes will be taken of the review including the views of the pupil wherever possible.

At the beginning of each Key Stage objectives for that Key Stage will be agreed and entered into the EHC Plan along with a set of targets for the coming year that will support the pupils progress towards achieving these outcomes.

At the end of a review the papers will be completed and sent to the LA Key Worker who will then send a draft to parents for approval before sending to all other professional working with the young person;

The decision to amend the Statement or Education Health and Care Plan, or when a funding application is made by the family, the Key Worker will be responsible for any changes before notifying the school

When changes are made to the EHC plan or Statement the LA informs the school in writing and the amended paperwork then follows; the amended paperwork is then placed in the pupil file.

### Partnership with Outside Agencies

The co-ordination of the work involving other agencies takes place through the families SEN Key Worker who has oversight of the team working with the child and their family. All notes and discussions are recorded and placed on file

### Identification and Assessment of Pupils' Needs

The SEN Key Worker will liaise with the family and other agencies to facilitate this input;

In school weekly staff meetings review 'pupil concerns'

Pupils who are identified as needing more specialist intervention/provision e.g. CAMHS, counseling etc will be referred to the relevant agency by the school following discussions and agreement with the family, and school will inform the SEN Key Worker.

Westminster Special Schools meet a wide range of needs including PMLD, ASD, severe learning difficulties and complex needs. Staff across the schools have all received specialist training in working with the pupils in their class. The Federation also comprises of a strong Outreach and Training team, all of whom have Masters

Degrees in their specialist areas. These staff are also available to support staff and pupils in ensuring access to the wide ranging, and carefully adapted curriculum relevant to each of our pupils.

### Speech and Language Therapy

All pupils in our schools have been identified as requiring speech and language therapy. Speech and language therapy is delivered using a range of approaches, these may include delivery of a programme on an individual basis or in small groups or through class support. Therapy is delivered by one of the schools therapists or by trained specialist language assistants following the programmes planned and modelled and evaluated by a qualified therapist.

### Additional Therapeutic Provision

Pupils across the federation also have access to physiotherapy and occupational therapy which is delivered on the same basis as speech and language therapy. There is also a limited amount of music therapy provision available for students identified through specialist assessments.

Westminster Special Schools are committed to supporting the holistic development of their pupils. A specialist SEND counsellor works with the schools and creative arts are often delivered using therapeutic approaches. The schools also have a very strong pastoral team who support children and young people on a personal basis should they require it.

The referral process for this emotional support is through the Federation Senior Leadership Team following extensive discussions with staff, parents, and where relevant, specialists. Specialists provide feedback to the SEN Key Worker lead and reports for reviews.

In addition, both schools have Sensory Rooms available for use by those pupils identified as requiring this facility.

### SEN Pedagogy and Support Strategies

Westminster Special Schools are committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receive regular professional development opportunities through individual, department, and whole staff training. All staff receive safeguarding and behavior management training on a regular basis, and where relevant specialist training in areas relevant to the children's needs with whom they are working, this may include, lifting and handling, medical needs, aquatherapy etc

## Mainstream Partnerships

The Federation works with a wide range of mainstream schools across Westminster. This ranges from inclusive projects using the Creative Arts as a medium for the work, to inclusion in a mainstream lesson where a pupil has shown a particular ability or talent in a specific subject area. On occasions pupils may also attend a higher functioning special school to ensure they can develop their skills and potential within a similar, safe environment. The decision will always be taken with the pupils family and following discussion with any other relevant professionals.

## College

Occasionally it is appropriate for some students to attend a college part time from year 10 on a part time basis. This can support the development and maturity of the young person in question. However, most pupils in our special schools move to college provision following year 11.

There are also 6<sup>th</sup> forms in both schools to which some of our pupils progress. For some pupils it is appropriate for them to begin to make the transition to college and these pupils will be offered the opportunity to attend the Kennet West Skills Centre, a federation partnership with Westminster Kingsway College, providing a choice of vocational courses to our students aged between 16 and 19, delivered within the safety of the federations environment adjacent to the QE2 site.

Some pupils at the end of KS4 will transition to a mainstream college onto a pathway where they will have opportunities to select a course and college of their choice.

## The Transition Process

Pathways for pupils will change as pupils make progress, grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the young person at the time. Decisions are made through consultation in school, with teachers, specialists and parents and at the annual review.

Any transition, whether it be to college, work, or another school, is recognized as being a challenging time for our students and their families. The staff will help families in making the right choices, and support these by providing preparation appropriate to each student, and including elements such as travel training, work experience and community skills within the students timetable. Other professionals from the chosen institution will be encouraged to work in partnership with the school to ensure an appropriate programme of transition is developed.

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